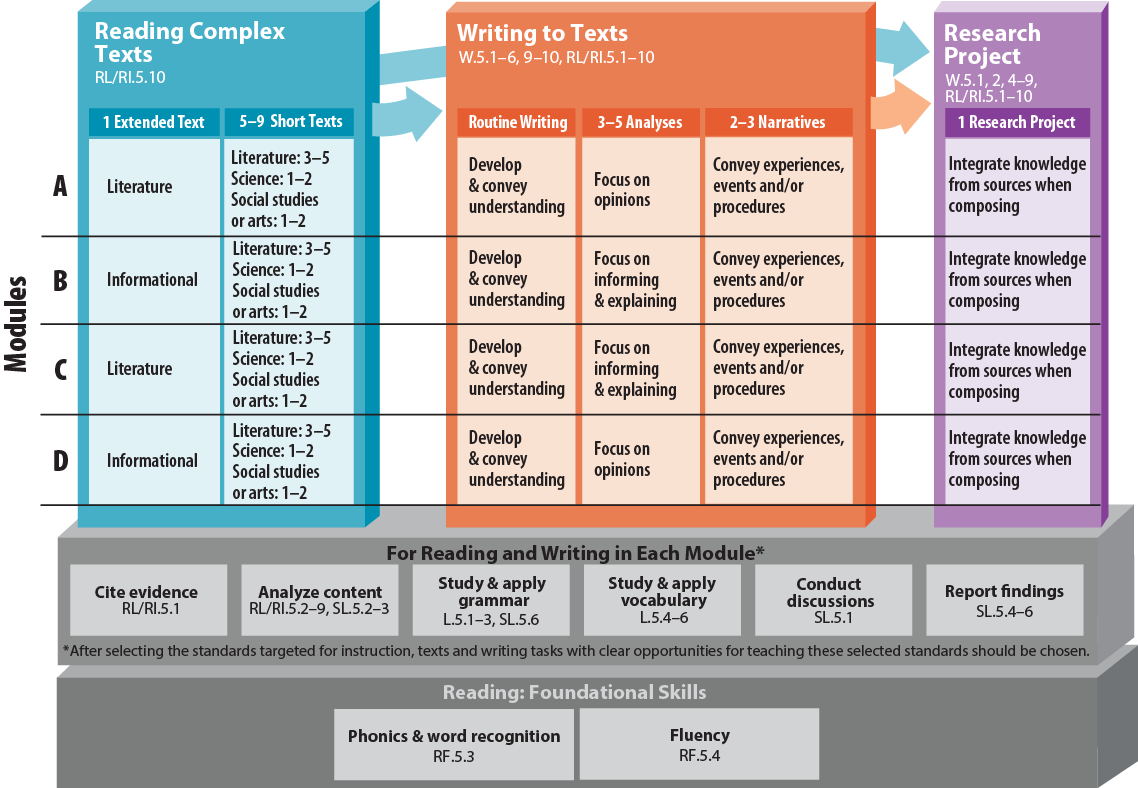
Guided by the Common Core State Standards, students in grade 5 will read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. Additional [Standards for Reading Literature](http://corestandards.org/the-standards/english-language-arts-standards/reading-literature/grade-5/) (RL.5.2-9) and [Standards for Reading Informational Text](http://corestandards.org/the-standards/english-language-arts-standards/reading-informational-text/grade-5/) (RI.5.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

In discussions, not only will students be able to contribute accurate and relevant information and comment on the remarks of others (as specified by the [Standards in Speaking and Listening](http://corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening/grade-5/)), but also they will be able to synthesize what they read from multiple sources. Gaining practice at acquiring and employing precise words is a critical element of their development this year.

Throughout grade 5, students conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence, and grouping related information as specified by the [Writing Standards](http://corestandards.org/the-standards/english-language-arts-standards/writing/grade-5/). Students will respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage, and punctuation. Revision and editing will play a bigger role in their writing as well.

The [Standards for Reading: Foundational Skills](http://corestandards.org/the-standards/english-language-arts-standards/reading-foundational-skills/grade-5/) specifies that in addition to continuing to build their word analysis skills (RF.5.3), the reading fluency of students should be assessed at the start of the year to determine their fluency level and then rechecked during the course of the year. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.5.4).

*\*The chart organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. These modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).\**

**Writing to Texts**

The balance of student writing should be **65 percent analytical** (30 percent opinion and 35 percent to explain/inform) and **35 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction. See the [Writing Standards Progression](http://writing-standards-progression-grade-4-grade-5/)[from Grade 4 to Grade 5](http://parcc.synaxis-dev.com/mcf/english-language-artsliteracy/writing-standards-progression-grade-4-grade-5).

***Routine writing:*** Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

***At least three to five analyses per module:***All analytic writing should put a premium on using evidence (RL/RI.5.1 and W.5.9) as well as on crafting works that display a degree of logical integration and coherence (W.5.4, W.5.5 and L.5.1-3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students’ ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

***Two or three narratives per module:*** Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

**Research Project**

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.) Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

**For Reading and Writing in Each Module**

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

***Cite evidence:*** The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).

***Analyze content:*** The content of each text should determine which standards (RL/RI.5.2-9 and SL.5.2-3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

***Study and apply grammar:*** While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.5.1-3.

***Study and apply vocabulary:*** To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking.

***Conduct discussions:*** Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to elaborate on the points of others while clearly explaining their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).

***Report findings:*** Students should report on a topic or a text, sequencing ideas logically with appropriate facts and details and an eye toward the needs of the audience by speaking clearly, at an appropriate pace (SL.5.4-6).

**For Reading Foundation Skills in Each Module**

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

***Decode words:***Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).

***Read fluently:*** Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).